




Year 2 - Curriculum Overview 2018-2019  
(Skills and Topic)

	<b>Autumn Term</b> <b>Our Capital City (*TRIP)</b> <b>Real Life Superheroes</b>	<b>Spring Term</b> <b>Pirates of the Caribbean</b> <b>Blue Planet (*TRIP)</b>	<b>Summer Term</b> <b>Life on Earth</b> <b>Beneath our Feet (*TRIP)</b>
<b>English</b>	Steve Antony 'The Queen's Hat' Non chronological reports London Recounts London  Narrative: alternative fairy tales Poetry: Rosa Parks Letter Writing: Florence Nightingale	Jonny Duddle Narrative: Pirate story Speech dialogue using ICT Speaking and Listening: Drama role play pirate fiction Instructions: making a Parrot Pal  Write to Nestle about Pollution: write and perform letters  Reports: Damages to the sea	Reports: The Animal Kingdom Poetry: The Animal Kingdom  Deadly 60 episodes ICT News reports
<b>Maths</b>	See separate planning overview		
<b>History</b>	<b>Our Nation's History</b> - changes within living memory, reveal aspects of change in national life. <u>Monarchy, parliament,</u> <u>democracy, war and peace in Britain.</u>  Events beyond living memory that are significant nationally or globally. <u>The</u> <u>Great Fire of London and the Diary of</u> <u>Samuel Pepys.</u>  Significant historical events, people and places in their own locality. <u>Local library</u> <u>and Meriden school records.</u>		
<b>Science</b>	<b>Uses of every day materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. and springs.	Environmental science  Human changes to the physical features of the Earth - the sea  Sea Life Centre visit - environmental dangers and improvements  Electricity - insulation and conduction	Explore and compare the differences between things that are living, dead, and things that have never been alive. Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro- habitats Describe how animals obtain their food from plants and other animals, using the

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			<p>idea of a simple food chain, and identify and name different sources of food.</p>
<p><b>Art and Design</b></p>	<p><b>Printing</b> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono - printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour. <u>Texture</u> Make rubbing to collect textures and patterns. London Autumn 1</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <b>Drawing Lines and Marks</b> Name, match and draw lines/marks from observations, Invent new lines Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture</u> Investigate textures by describing, naming, rubbing, copying. Pirates of the Caribbean Spring 1 - shell obs and then drawing own one.</p>	<p>Explore ideas using <b>digital sources</b> i.e. internet, CD- ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools Super heroes Summer 1</p>
<p><b>Geography</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country</p> <p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p><b>Music</b></p>			
<p><b>Computing</b></p>	<p>See Switched on Planning</p>	<p>See Switched on Planning</p>	<p>See Switched on Planning</p>
<p><b>DT</b></p>	<p><b>London Bus</b></p>	<p><b>Parrot Pals</b></p>	<p><b>Minibeast Containers</b></p>
<p><b>PSHE</b></p>	<p>SEAL/Jigsaw/KiVA Guidelines</p>		
<p><b>PE</b></p>	<p>Planning cards</p>		

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RE	Continue to follow Solihull RE Guidelines		
MFL	School language - French		